I. Course Description:
Investigation of the developmental changes of individuals in families from birth to death. Content includes physical, emotional, cognitive, social, moral, and personality development.

Credit Hour Justification: Students in this course receive extensive course content information via online content modules. Students have significant weekly reading assignments. For every hour a student spends engaging with content, he/she spends at least two hours completing associated activities and assessments outside of class. Total student/Instructor contact time is minimum of 2250 minutes.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of human development and, and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of human development and family relationships.

Program Learning Outcomes
1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally-competent educational materials and learning experiences.
7. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
Student Learning Outcomes:
Upon successful completion of the course, the student will be able to:

1. Describe the grand theories and emerging theories pertaining to human development over the life span.
2. Articulate the primary developmental milestones from infancy through adulthood in the major domains of biosocial, cognitive, emotional, and social development.
3. Identify the major genetic, social, and environmental factors that influence the course of human development throughout the life span.
4. Identify contemporary social issues and explain their impact on human development over the life span.

5. TEA Standards for Family and Consumer Sciences can be reviewed by following the link: https://mslivesfasu-my.sharepoint.com/:w:/g/personal/strahljl_sfasu_edu/EcczVRuj6KFNj0nc_79To0QBCTv66GNTW3yRQ2XjQvOeQ?e=wq7mag

III. Course Assignments, Activities, Instructional Strategies:
A. Course content is delivered through Six Learning Modules. Each module will outline specific chapter readings and include additional readings from Professional Journals, Secular Magazines, Newspapers, etc.

B. Homepage News - The instructor primarily uses News on the Homepage to communicate with the class. If the instructor receives several e-mails that are similar, the instructor will post to the News and will not answer each e-mail individually.

C. For specific issues related to viewing or submitting an assignment, please contact the D2L Student Help resource at 936-468-1919 which is available 8AM – 5 PM, Monday - Friday.
   i. The Course Instructor does not have information on the specifics related to your computer and the assignments. The Student Help resource is available 8 – 5, Monday – Friday at 936-468-1919.
   ii. It is the student’s responsibility to plan ahead and submit assignments on time. If assistance is needed, it is available Monday – Friday, 8 AM – 5 PM at 936-468-1919. If assistance is needed, the instructor will review the times that your request was made and resolved by the Student Help Resource at 936-468-1919. Grades/Points will be determined based on the initiative that the student took to submit the assignment by the due date.

D. E- Mail: Email: INCLUDE COURSE NUMBER IN SUBJECT LINE
   Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar, then select Email. Do not use text format; all e-mails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name. Include the course number in the Subject line.
   
   I typically check my e-mail at the beginning of each day (9 AM) and at the end of each day (4PM). I typically do not respond to e-mails after those hours, during the weekend, or holidays. Please plan your e-mail communication with me accordingly. If you e-mail me and do not receive a response within 24 hours, please e-mail me again.....include the course number and a one to two work “hint” of what the topic is about. For example: HDFS 3353 – discussion one; HDFS 3353 – hello.

Evaluation and Assessments (Grading): The course is graded on a letter grade basis (A-F). Final grades will be determined by a percentage of total required points for the course. Late work is not accepted.
Course Points are earned through:

A. **Content Quizzes** = 9 x 25 = 225 points

B. **Dropbox Assignments** = 3 @ 25 points = (Total of 75 points) Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.

C. **Grades** are based on the **total points** received for this course. The **total number of points** is **300**. The only planned additional credit option is the course evaluation near the end of the semester. If an extra credit assignment/opportunity is given, it will be given to the ENTIRE class. Extra credit is not given to individual students. The grading scales is as follows:

   A = 270 - 300
   B = 240 - 269
   C = 210 - 239
   D = 180 - 209
   F = 179 and Below

D. Any **Discrepancies in the points** earned must be addressed within **3 days** of the grade posting. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

When e-mailing me, please include the Course Number (HDFS 3336) in the Subject Line with a “hint” of what you are asking or telling me.
# V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Submit</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Welcome and Course Introduction</td>
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<tr>
<td></td>
<td>Human Development &amp; Theories</td>
<td>Ch 1, 2</td>
<td>Quiz 1</td>
<td>June 5 @ 11 PM</td>
<td>25</td>
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<tr>
<td></td>
<td>Genetics, Prenatal Development &amp; Birth</td>
<td>Ch 3, 4</td>
<td>Quiz 2</td>
<td>June 5 @ 11 PM</td>
<td>25</td>
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<tr>
<td>2</td>
<td>The First Two Years: Biosocial &amp; Cognitive</td>
<td>Ch 5, 6</td>
<td>Dropbox 1</td>
<td>June 12 @ 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>The First Two Years: Psychosocial</td>
<td>Ch, 7</td>
<td>Quiz 3</td>
<td>June 12 @ 11 PM</td>
<td>25</td>
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<tr>
<td></td>
<td>Early Childhood</td>
<td>Ch 8, 9, 10</td>
<td>Quiz 4</td>
<td>June 12 @ 11 PM</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Middle Childhood</td>
<td>Ch 11, 12, 13</td>
<td>Quiz 5</td>
<td>June 20 @ 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Adolescence: Biosocial &amp; Cognitive</td>
<td>Ch 14, 15</td>
<td>Dropbox 2</td>
<td>June 20 @ 11 PM</td>
<td>25</td>
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<td></td>
<td>Adolescence: Psychosocial</td>
<td>Ch 16</td>
<td>Quiz 6</td>
<td>June 20 @ 11 PM</td>
<td>25</td>
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<tr>
<td>4</td>
<td>Emerging Adulthood:</td>
<td>Ch 17, 18, 19</td>
<td>Quiz 7</td>
<td>June 26 @ 11 PM</td>
<td>25</td>
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<tr>
<td></td>
<td>Adulthood</td>
<td>Ch 20, 21, 22</td>
<td>Quiz 8</td>
<td>June 26 @ 11 PM</td>
<td>25</td>
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<td></td>
<td></td>
<td>Dropbox 3</td>
<td></td>
<td>June 26 @ 11 PM</td>
<td>25</td>
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<tr>
<td>5</td>
<td>Late Adulthood: Biosocial &amp; Cognitive</td>
<td>Ch 23, 24</td>
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<td></td>
<td>Psychosocial</td>
<td>Ch 25</td>
<td>Final Quiz 9</td>
<td>June 29 @ 11 PM</td>
<td>25</td>
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<tr>
<td></td>
<td>Late Adulthood: Psychosocial</td>
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<td></td>
<td>SFA Course Evaluation 5</td>
<td></td>
<td>June 29 @ 11 PM</td>
<td>25</td>
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</tbody>
</table>
Any Discrepancies in the points earned must be addressed within **3 days of the grade posting**. Otherwise, the posted grade points are considered final and **will not be reviewed** at a later date. **DO NOT WAIT** until the end of the summer session to contact the professor about “grade issues.”

Failure to submit the required Dropbox 3 assignment within the LiveText/Watermark system will result in your final grade being lowered by one letter grade.

**NO LATE WORK IS ACCEPTED. Bonus points are not given on an individual basis.**

VI. **Readings: Textbooks:**

(Recommended)

(Recommended)

VII. **Course Evaluations (5 bonus point will be given for completion; refer to calendar for due date)**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. **Student Ethics and Policy Information:**

Abiding by university policy is a responsibility of all university faculty and students. Specific policies may be located at [http://www.sfasu.edu/atcofaadvising/176.asp](http://www.sfasu.edu/atcofaadvising/176.asp)

A. Class Attendance and Excused Absence: Policy 6.7

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

C. Student Academic Dishonesty: Policy 4.1
D. Student Appeals: Policy 6.3

E. Withheld Grades: Policy 5.5

F. Student Code of Conduct: Policy 10.4

G. SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line:  Text HELLO to 741-741

**IX. Other Information:**

A. **E-mailing:**
   i. When e-mailing me, please include the Course Number (HDFS 3336) in the Subject Line and a “hint” of what you are asking!
   ii. Also, if you have a solution to your issue, please include that in your e-mail.

B. **No late assignments are accepted (this includes exams/quizzes)**

C. **All grade discrepancies** must be addressed within **3 days of the grade being posted.** Waiting until the end of the semester to address grade issues will result in the original grade being firm and the professor will not revisit the grade issue.

D. Additional times to meet with the instructor are available, **please e-mail to make an appointment.**

E. **A polite, courteous attitude is expected and greatly appreciated**

F. **For careers working with children and families,** you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

G.